

Research on the Cultivation Path of Cross-Border e-Commerce Talents in Colleges and Universities Under the New Situation

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Abstract: *The strategic background of the new situation not only brings huge historical opportunities to cross-border e-commerce companies, but also puts forward new requirements for cross-border operators. This paper studies from the aspects of human resource development mode, internal and external infrastructure, quality education, etc., in order to promote the vigorous development of Guangxi's cross-border industries.*

Keywords: New Situation; Universities, Cross-Border e-Commerce; Talent Cultivation Path.

1. CURRENT SITUATION OF CROSS-BORDER E-COMMERCE TRAINING IN COLLEGES AND UNIVERSITIES

At present, there are many problems in the cross-border training of e-commerce professionals in colleges and universities. The research results show that under the existing talent training mechanism, the knowledge structure and ability structure of students cannot meet the growing requirements of the cross-border e-commerce industry.

1.1 The curriculum lacks features

Under the new situation, most Chinese colleges and universities have realized that the rapid development of cross-border e-commerce industry has created a huge demand for talents and created cross-border e-commerce professionals. Many colleges and universities with the local economy as the core set up the major of cross-border e-commerce at the same time, however, most people do not know that there is no in-depth study on the characteristics of local central industry and regional economic development. The training plan, objectives and training plan are basically the same. At present, some universities only offer e-commerce courses based on international trade courses, without reflecting professional innovative courses and services [1]. The lack of capacity leads to the lack of competitive advantage, just like the training of cross-border energy professionals, which is difficult to meet the actual needs of regional economic development within the strategic framework.

1.2 Relatively simple teaching methods

At present, complex cross-border transactions require not only expertise and skills, but also the experience of cross-border suppliers, and many teachers still attach great importance to books and courses at this stage. In addition, universities have set up training offices under cross-border entrepreneurship and development projects, but the

training time is limited, process control is not in place, and communication with cooperatives is insufficient. It is difficult for students to translate knowledge into applied skills, and they lack practical experience in developing cross-border e-commerce. After a new employee is hired, the company has to spend time and energy training a second time. At present, most universities in China are still lagging behind in terms of market demand for the "all-for-one" initiative. Under the new situation, it cannot solve the global problems faced by the transnational industry.

1.3 Scope of cooperation is too limited

Under the background of "One Belt and One Road", the international cooperation between transnational corporations has opened up a broader prospect. In order to improve the capacity of cross-border e-commerce students to adapt to the international environment, some universities have developed special international cooperation and training programs. However, due to the restriction of basic objective conditions, the scope and depth of cooperation between universities and foreign universities in curriculum design, educational content,

teacher distribution and interaction are limited. the second is the inefficient management mechanism, which gives students little opportunity to learn about the cultural and business traditions of the countries and regions along the border, which are limited to books and courses. They may not be able to allocate international education resources efficiently or, on the one hand, they may not be able to meet the overall demand for high-quality cross-border electricity in many countries. Therefore, the current international cooperation projects in human resource development have not achieved the expected results, and the scope of international cooperation and interaction between international universities needs to be further expanded.

2. CROSS-BORDER E-COMMERCE TRAINING MEASURES FOR TALENTS IN UNIVERSITIES

Through these studies, we will understand the language, culture, political economy and rule of law of the belt and Road countries and neighboring countries in the new situation, and understand the international vision and professional skills of cross-border e-commerce strategy. With the development of the Belt and Road concept, business has slowed for cross-border companies without access to quality energy. Therefore, colleges and universities shoulder the sacred mission of cultivating talents through cooperation with cross-border e-commerce enterprises, creating a unique and effective way to cultivate high-quality cross-border e-commerce enterprises.

2.1 Pay attention to the architectural needs of the new situation and create international design courses

Construction under the new situation requires the diversity of cross-border energy suppliers, and the traditional "foreign trade and English" teaching method is difficult to overcome. the cross-border e-commerce colleges and universities in Guangxi should closely combine the construction needs of Guangxi with the regional economic and industrial development, and to create a "professional and international" talent innovation road. First, we should strengthen basic training modules such as cross-border professional knowledge learning practice, cross-border target market demand investigation practice, cross-border platform and cross-border e-commerce transaction practice. Strong professional competence is not only the core competitiveness of talents and core talents in the cross-border industry, but also an important part of guaranteeing cross-border business activities. Secondly, actively interact with the main industries and basic industries of border countries, develop and incorporate training modules into training modules.

2.2 Explore the depth and breadth of specialization and internationalization of multinational corporations [2].

A small "beginner" course has been established within the framework of the New Situation Plan. Statistics show that one of these initiatives covers more than 40 official languages in Central, South and West Asia. According to the current situation, universities can increase the number of languages and set up small language courses to improve the language skills and international communication skills of top entrepreneurs. In the Internet environment, this flexible and effective form of education can encourage universities to establish cross-border e-commerce teaching model. Through the stages of knowledge accumulation, knowledge accumulation, knowledge transfer and dissemination, evaluation and analysis, students have a profound understanding and application of knowledge, and the communication between teachers and students is no longer limited to time and space, which greatly improves the quality of education in border areas.

2.3 On-campus+off-campus strategic training base

Practical education must be attached importance to strengthening school infrastructure, developing advanced cross-border e-commerce companies and meeting the needs of economic development under the strategic background of the new situation. Cross-border e-commerce is a very practical topic, and students can use their knowledge effectively only by constantly participating in practical activities both inside and outside the school. On the basis of school, we can provide practical skills training for students, give them various skills training, and carry out "zero translation" with relevant units as soon as possible. For example, schools can launch cooperative products, and within the framework of Alibaba's global rapid marketing platform, they have played a leading role in establishing a new teaching model based on the independent store training system. Through cross-border energy companies and cross-border logistics (including customs clearance and inspection), students can effectively conduct cross-border payment, export tax and other business process discounts. the combination of theory and practice is the most effective and fastest way for multinational entrepreneurs to develop practical skills.

2.4 New forms of school-enterprise cooperation

In fact, training cross-border e-commerce talents in universities needs the support and help of enterprises. First of all, universities and enterprises should jointly formulate talent training plans, objectives and methods to meet the requirements of effective economic and industrial development in coastal countries and regions and eliminate the inconsistency between university theory and practice. Second, the university is committed to making use of the latest knowledge and skills of cross-border enterprises to provide students with the latest knowledge and skills to work in cross-border enterprises. Third, graduates are sent to cooperatives for internships and agency work. Training programs mainly include operation and operation of cross-border power supply platforms, cross-border online marketing, customer service and professional consulting, career planning, etc.

3. RESEARCH BACKGROUND

Shaping a harmonious and warm family environment is a key link in the development of teenagers' mental health(Hamid, 2003). To protect the mental health of teenagers, families and schools need to coordinate and communicate in time. In recent years, the mental health problems of teenagers have been widely concerned by the society(Cheng, 2021, Shahyad, 2021, Guo, 2022). Mental health problems not only affect the normal growth of teenagers, but also lead to some tragedies. Such as suicide, intentional injury to other students and other acts and events(Barrios, 2000, Hawton, 2002). It can be said that the mental health problems of teenagers have become the focus of the whole society.

The psychological construction of adolescent teenagers mainly comes from three support systems: family, teachers and companions(Danielsen, 2009, Ystgaard, 1997, Feinberg, 2021). For most teenagers, at least having a good support system can help teenagers not be easily knocked down when they encounter some setbacks and difficulties. However, for a small number of teenagers, if their social support system is very lacking and they don't know to take the initiative to ask for help (such as seeking psychological counseling) when they encounter setbacks(Helsen, 2000), it is easy to lead to crisis events. From the shocking and regrettable cases of juvenile suicide or violence in society, as parents and adults, people should deeply reflect: do not transfer our exaggerated survival anxiety to teenagers(Ackermann, 2004), provide certain psychological support to teenagers(Ford, 2004), understand the teenagers' psychological age characteristics, and develop according to the teenagers' psychological function, help them do a good job in the construction of psychological function(Walsh, 2014).

4. DEFINITION OF MENTAL HEALTH

This paper mainly studies why divorced families have an impact on Teenagers' mental health, so as to effectively guide society to intervene in teenagers' mental health in time. Therefore, first of all, researchers need to determine the definition of mental health and the necessity of intervening in mental growth. In recent years, with the continuous development of psychology and people's extensive attention to mental health, psychologists and researchers have actively explored the concept and model of mental health (Bakker, et al, 2010; Angner, 2010; Tillmann, 2018; Essler, 2006), which provides a theoretical basis for the discussion of the goal of mental health intervention. The World Health Organization believes that mental health is not only the absence of psychological barriers, but also includes subjective well-being, self-efficacy, autonomy, capriciousness, intergenerational trust, and the ability to recognize an individual's intellectual and emotional potential (WHO, 2003); Scholars from various countries believe that mental health refers to the good state in which an individual's various psychological states (such as general adaptability, sound personality, etc.)(Connor, 2003; Malambo, 2019) maintain a normal or good level, and the internal self (such as self-awareness, self-control, self experience, etc.) and the harmony between self and environment (Morley, 2018; Bachi, 2012). According to different theories, the standards of mental health can be obtained from different perspectives. Psychological researchers have made a lot of discussions on this (Cambridge, 2012; Barksdale, 2014; Koocher, 2008; Jahoda, 1958; Bartlett, 2011). The standard of mental health is not only the focus of intervention, but also the evaluation standard of intervention effect. Taking a comprehensive view of previous researchers' discussions on mental health, most of them involve cognition (self-awareness, cognition of others' environment, etc.), emotion (emotional stability, emotional management, etc.), behavior (bad behavior, work performance, etc.), interpersonal (initiative, accessibility, etc.), adaptation (environmental change, role change, etc.) and relative stability of personality.

When scholars have determined the standards and definitions of mental health, the research direction has gradually shifted to psychological intervention for patients with psychological problems. In adolescence, there are many opportunities to promote health and prevent diseases, which may benefit the lives of young people in the short and

long term (Malti, 2016). Considering the obvious neuroplasticity of adolescence and the opportunity to intervene at the beginning of most mental health problems and risky behaviors, this stage is considered to be one of the best time frames for intervention (Carr, 2013). Cowen (2000) combed this in detail: in the early stage, treatment-oriented, the goal of mental health intervention tends to be disease treatment; Now, the concept of prevention is gradually recognized by researchers, and its important role in mental health intervention is becoming more and more obvious; In the future, preventive intervention will be more affirmed, recognized and studied. Among the objectives of psychological intervention, developmental intervention is the most complex, difficult to determine and the most promising intervention method.

Psychological counseling and treatment is an intervention aimed at psychological problems or diseases, which takes the alleviation of psychological problems or the rehabilitation of diseases as one of the objectives of intervention (Magyar-Moe, 2015). There is no doubt that many empirical studies on mental health intervention take the restoration of health as the goal, so it is also widely recognized and accepted (Durlak, 1998). However, due to the controversy of the concept of prevention, in order to explore the specific content of preventive objectives, people must explore the development and change of the concept of prevention. With the development of psychology, the concept of prevention has been gradually introduced into the field of mental health. In the 20th century, Caplan divided prevention into primary prevention, secondary prevention and tertiary prevention (Caplan, 2000). The intervention goal of primary prevention is to reduce the prevalence rate of people at risk of mental illness. It can also implement early intervention for the general population to control the risk factors. The intervention goal of secondary prevention is early detection, early diagnosis and early treatment of high-risk groups, so as to reduce the severity of mental diseases, including scientific treatment of individuals diagnosed with mental diseases. The intervention goal of the third level prevention is aimed at individuals in the stage of disease rehabilitation, so as to minimize the negative impact of patients and help them return to normal life. Gordon proposed a comprehensive prevention model, which divides prevention into universal prevention (prevention for the whole population), selective prevention (for high-risk people without disease symptoms) and indicative prevention (screening non disease patients with early disease symptoms for intervention) (Caplan, 1967). This study helps to determine the different standards of psychological intervention. After the experimental data are obtained, we can give sub standards and put forward some relevant suggestions.

From the necessity of psychological intervention. In 1994, the American IOM (Institute of Medicine) put forward the mental health intervention spectrum, which focused on expanding the scope of prevention and pointed out that the prevention and intervention of psychological problems or diseases focused on psychological prevention (Munoz, 1996). In 2009, the National Institute of research and the school of medicine of the National Academy of Sciences pointed out that developmental intervention should become the basis for the prevention and treatment of mental diseases and an important part of mental health intervention (O'Connell, Boat, & Warner, 2009). Developmental psychological intervention should include developing individuals' ability to complete tasks, improving individuals' sense of self-esteem, control, happiness and social belonging, as well as coping ability and adaptability in difficult situations. At present, the intervention research on mental health has gradually paid attention to and included the goal of developmental psychological intervention (Barry, Clarke, Jenkins & Patel, 2013; Lendrum, Humphrey & Wigelsworth, 2013). Liu Tianfang and Yang Liping also pointed out that psychological prevention should combine negative prevention with positive prevention (Tian- Fang, 2012). Prevention aimed at eliminating risk factors is mainly aimed at the risk factors of disease. It is obviously passive and negative, which belongs to negative psychological prevention; Developmental psychological intervention aims to establish protective factors such as health and happiness, and focuses on improving and maintaining people's happiness, self-esteem and self- efficacy. It is obviously active and positive. Therefore, people should take into account the elimination of risk factors and the establishment of protective factors; It not only focuses on solving psychological problems or obstacles, but also focuses on improving happiness and self- efficacy, promoting individuals to actively develop their potential and improve people's health and happiness. Tian Fang's research can help this paper determine what aspects should be taken into account when considering psychological intervention suggestions to protect the mental health growth of teenagers.

With the development of the concept of mental health and the goal of mental health intervention, academia has gradually reached a unified consensus on the goal of intervention, that is, mental health intervention should include counseling and treatment of psychological problems or diseases, universal prevention, selective prevention and indicative prevention, and developmental psychological intervention (Cohen, 2014; Lajunen, 2004). From the comprehensive research point of view, combined with the development principle and survival principle, people can divide the objectives of mental health intervention into developmental objectives and survival objectives (including psychological problem prevention, counseling and treatment). Based on these definitions, the necessity

of this study is determined. Teenagers from divorced families themselves belong to vulnerable groups in society. This study explores why parents' divorce will have an impact on Teenagers' mental health, which can better help the society pay attention to the teenagers of these single parent families. Carry out targeted assistance and psychological intervention.

5. CURRENT RESEARCH ON ADOLESCENT MENTAL HEALTH

Referring to previous studies, this paper has determined the definition of mental health and the necessity of psychological intervention, as well as the relevant theoretical basis, which provides a good theoretical basis for making suggestions at the end of this paper. From the above, we know that teenagers are the key period of psychological growth. Adolescent mental health is also a key age group studied by scholars. The health behavior of teenagers is mainly to investigate the family, school and other relevant places, as well as the socio-economic environment in which teenagers grow up. The research contents mainly include adolescents' social environment and socio-economic status, family socio-economic status, family composition and communication, peer relationship, friendship quality, school environment, smoking, drinking, marijuana use, eating habits, lifestyle and harmful behavior, and study the relationship between survey factors and health and healthy behavior, trying to understand the factors affecting adolescents' health and healthy behavior. The next literature research will focus on the investigation of adolescent mental health.

Sirirassamee in "national survey on adolescent risk behavior in Thailand" showed that 15.9% of adolescents participated in fighting, 8.1% of adolescents participated in online bullying, and the use rates of smoking, alcohol and marijuana were 22.3%, 27.9% and 2.3% respectively (Sirirassamee, 2015). It was also found that high-risk behaviors were prevalent among young people in Thailand, including accidental injury and violence, unsafe sex, and excessive consumption of cigarettes and alcohol (Sirirassamee, 2015). These data show that adolescent mental health problems are not a specific problem in a country, and adolescent mental health problems are becoming more and more serious.

From the perspective of the influencing factors of adolescent psychological health behavior, scholars from various countries have conducted a large number of relevant studies on the influencing factors of adolescent health behavior in recent years (Lawton, 2014; Aneshensel, 1996; Green, 2013). Many studies have found that there are many factors affecting adolescent health behavior. For example, Lawton's steadfast pointed out that teenagers' mental health is related to their personal family and living environment, and it is not a single factor that independently affects teenagers' Mental Health (Lawton, 2014). Sung's research is mainly to explore the impact of gender on adolescent mental health, but the limitation of this point is that Sung's research focuses on South Korea, but the way male and female students get along in each country is different, which may have an impact on the experimental results (Sung, 2020). In addition, both Petersen and Zwaanswijk mentioned the impact of family factors on adolescent mental health (Zwaanswijk, 2003; Petersen, 1991). In terms of family factors, other studies have found that self-concept can affect adolescent health behavior (Alsaker, 2020). Research by Zambon has proved that socio-economic status has an impact on adolescents (Zambon, Alessio, Patizia Lemma et al., 2006). Josephine A. et al. found that there is a correlation between family economic pressure, support education and adolescent health behavior (Kwon, 2014). Blum others found that in addition to family income and family structure, race is also one of the factors affecting adolescents' health behavior (Blum, 2000).

VanderValk and others found that family structure has an impact on adolescent health behavior in 2013 (VanderValk, 2005). Some studies have also found that the mother's rearing style has a great impact on the health hazard behavior of college students (Xiuqin, 2010). Through these studies, it is confirmed that there are many factors affecting teenagers' mental health growth, including gender, neighbors, school and family. Among them, scholars mostly study the influence of family factors.

But some scholars believe that, many factors affecting adolescents' health behavior can be summarized into individual factors, psychological factors and social factors. International studies have found that psychosocial factors have a great impact on adolescent health behavior (Kwon, 2004). In addition, the research review of Spear shows that the factors affecting adolescent health behavior include: psychological factors and social factors, among which psychological factors include: cognitive and emotional aspects; Social factors include demographic variables, family factors, peer factors, etc. (Spear, 2001). In addition, other studies have shown that among the psychological factors affecting adolescents' healthy behavior, self-esteem, healthy psychological locus of control and self-efficacy are regarded as important influencing factors (Steese, 2006; Kim, 2003). At the same time, Prosen believes that teenagers' emotions are in the contradictory characteristics of semi mature and semi childish,

and there are cracks in their relationship with their parents. They don't know how to maintain or establish their due position among family (Prosen, 1981), which shows that family are also very important in adolescence. The research of Whitehead et al. Also shows the importance of family factors and peer factors on adolescents' healthy behavior (Whitehead, 2015). From the perspective of scholars on the factors affecting teenagers' mental health, family factors, social factors and individual factors. However, it is worth noting that family factors belong to the scope of social factors. Secondly, the individual factors of teenagers will be affected by family factors. Therefore, this paper believes that family factors are the key to the healthy growth of teenagers' psychology.

6. CONCLUSION

Cross-border e-Commerce enterprises under the background of the new situation as a new industry, has great prospects for development, which requires colleges and universities should actively reform and innovation, through enhancing university-enterprise cooperation between, establish international application course, colleges and universities to improve cross-border e-Commerce talents education level, help cross-border e-Commerce enterprises to the high-speed development.

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